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ABSTRACT

Vocabulary knowledge provides a source of prior knowledge and word meaning that can be used to enhance reading comprehension. It is important that teachers be aware and knowledgeable of the many strategies available to enhance vocabulary growth, and also how to teach these strategies to students. These strategies can range from the use of context cues to feature analysis maps. In this pamphlet, teachers will find strategies and activities that can be used to increase student vocabulary growth. The pamphlet first reviews the research on vocabulary learning and then presents "pre-reading" strategies/vocabulary, including graphic organizer and word mapping. It next presents "during reading" strategies/vocabulary, such as keeping a vocabulary journal, followed by "after reading" strategies/vocabulary, such as doing crossword puzzles and morphemic analysis. It also cites specific strategies to help English-as-a-second-language students, including cooperative learning. The pamphlet suggests home activities for vocabulary development, including activities for the beginning reader and the intermediate reader. Lists 23 relevant technology Web site addresses. (Contains 34 references.) (NKA)

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STRATEGIES TO ENHANCE VOCABULARY DEVELOPMENT

Tiffany Teal
February 13, 2003
Final Project

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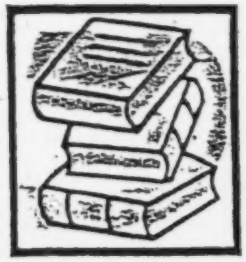
A WORD
A word is dead
when it is said,
some say.
I say it just
begins to live that
day... - Emily Dickerson

"Teach the child what is of use to a child, and you will find that it takes all his time."

-Rousseau



"Education enables individuals to come into full possession of all their powers."

-John Dewey

"Children's vocabulary knowledge closely reflects their breadth of real-life and vicarious experiences."

-Nichols, Logan, &Rupley

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INTRODUCTION....

Developing strong reading comprehension skills is the door to educational success for many students. Vocabulary development is one of the key elements that open that door. A student's word recognition skills and vocabulary growth are essential components to literacy success. Instruction that focuses on vocabulary development creates students that are able to infer meaning and comprehend what is read. Vocabulary development is enhanced by repetitive direct instruction of skills and incidental learning. "Numerous researchers have noted that poor readers have smaller vocabularies than good readers. Indeed, vocabulary knowledge is one of the best single predictors of reading comprehension."(Rubin, 2002). A student's vocabulary growth is directly related to their reading success. Vocabulary knowledge provides a source of prior knowledge and word meaning that can be used to enhance reading comprehension. It is important that teachers be aware and knowledgeable of the many strategies available to enhance vocabulary growth, and also how to teach these strategies to students. These strategies can range from the use of context clues to feature analysis maps. In this pamphlet, you will find strategies and activities that can be used to increase student vocabulary growth.

RESEARCH SAYS:

By the time a student enters first grade they may have accumulated over 5,000 words in his or her oral vocabulary. (Gunning, 1996) At the start of school this oral vocabulary must now evolve from oral language to a written and reading vocabulary. For a student to begin this process teachers must know what strategies and techniques promote vocabulary growth.

In an article by Alan Hunt and David Beglar called "Current Research and Practice in Teaching Vocabulary", vocabulary instruction have been summarized into seven teaching principles.

Principle 1: Provide opportunities for incidental learning of vocabulary.
Principle 2: Diagnose which of the 3, 000 most common words learners need to study
Principle 3. Provide opportunities for intentional learning of vocabulary
Principle 4. Provide opportunities for elaborating word knowledge
Principle 5. Provide opportunities for developing fluency with known vocabulary
Principle 6. Experiment with guessing from context
Principle 7. Examine different types of dictionaries and teach student how to use them

These seven principles have also been grouped into three approaches - incidental learning, explicit instruction, and independent strategies. Incidental learning or indirect vocabulary learning takes place through everyday events, for example listening to a conversation, watching television, or having a book read aloud. When students enter school their vocabulary knowledge is basically comprised of incidental or indirect learning. As school becomes major part of their life, students begin to receive explicit instruction or direct instruction of vocabulary strategies. These strategies may include the use of word walls, word maps, or morphemic analysis instruction. As students receive instruction on these strategies, they begin to develop and learn strategies they can use on their own when they encounter unfamiliar words or concepts. (Hunt & Beglar, 1998)

Vocabulary knowledge can range from definitional and contextual, to decontextualized knowledge. An example of simple vocabulary knowledge is "definitional knowledge". Definitional knowledge is vocabulary growth based on thesauruses, word lists, or dictionaries. This vocabulary knowledge does not help students make inferences of unfamiliar words, or gain understanding of unknown concepts. Another vocabulary knowledge is "contextual knowledge", which is, being able to use clues to infer meaning from a text. This concept allows students to use prior vocabulary knowledge with unfamiliar words and concepts, and then conceptualize them into new word meaning or understanding. A more complex vocabulary knowledge is "decontextualized knowledge." Decontextualized knowledge enables students to integrate new information with prior knowledge, and then construct meaning of unknown words automatically without thinking. The use of <u>all</u> word knowledge, simple or complex, is important for successful vocabulary development. (Logan, Nichols, Rupley, 1999)

"Continuous cultivation of student language ability is the foundation for vocabulary growth. Readers and writers share meanings through their direct experience with people, places, objects, and events, and through their vicarious experiences..." (Logan, Nichols, Rupley, 1999) These words express how important it is for students to experience the meaning of words, and understand their significance and power. *Word consciousness* is an important motivational technique to help students realize the importance of comprehending fully and communicating effectively. (Ambruster & Osborn, 2001)

The most effective strategy a teacher can take to build vocabulary is to provide student with a variety of rich and meaningful experiences. These experiences may be from a field trip to a museum, a filmstrip or simply reading a book aloud. These direct or indirect experiences help build a background of prior knowledge, that can be used to enhance reading comprehension and vocabulary growth. (Gunning,1996)

The key to a successful vocabulary instruction is the combined use of prior knowledge from incidental learning, and repetitive use of strategies from explicit or direct instruction.

PRE-READING STRATEGIES/ VOCABULARY...

"It is important to activate prior knowledge by examining meaning of key words and clarifying misconceptions about major concepts"(Manning, 1999). Pre-reading strategies should include activities that activate prior knowledge of vocabulary words and experiences. These strategies should provide the teacher with a foundation of his or her students' vocabulary knowledge. Pre-reading strategies should also help set the purpose for reading the text or story.

Pre-reading Activities/Strategies:

Graphic Organizer

Graphic organizers are devices that allow student to view and construct relationship among words.

1. Semantic Maps - this device helps student organize vocabulary according to categories. Introduce the concepts or topic to be mapped. Write the key word on the overhead transparency or. Ask students to brainstorm words that come to mind when they think of the key word. Write these words in a list and share them. Group the words by category, discussing why certain words go together. Next, create a class map on a large sheet of paper. Once the map is finished, discuss words and terms on the map.
2. Word Webs- this device is a simplified version of a semantic map. Write a key word on the board. Ask students to brainstorm words that remind them of the key word. Discuss the words in the web.

Blackboard Bingo- write 10 to 15 words on blackboard and read words in random order. Have students cross words off the list that matches the given definitions.

Odd One Out- write six words the board, and ask student which words don't belong, and why

K-W-L -is a strategy that is frequently used with reading instruction, but it can also be adapted for vocabulary instruction. K-W-L stands for -what you know, what you want to know, and what you have learned. This strategy can assess student prior knowledge of vocabulary words and concepts.

Matching- Divide board in half. In one half write vocabulary words. Have students suggest words or phrases that defines or reminds them of the vocabulary word. Record the student's responses on other half of the board. When all the vocabulary words have been defined, erase the vocabulary words, and have the students recall the words and refill them in the matching spot

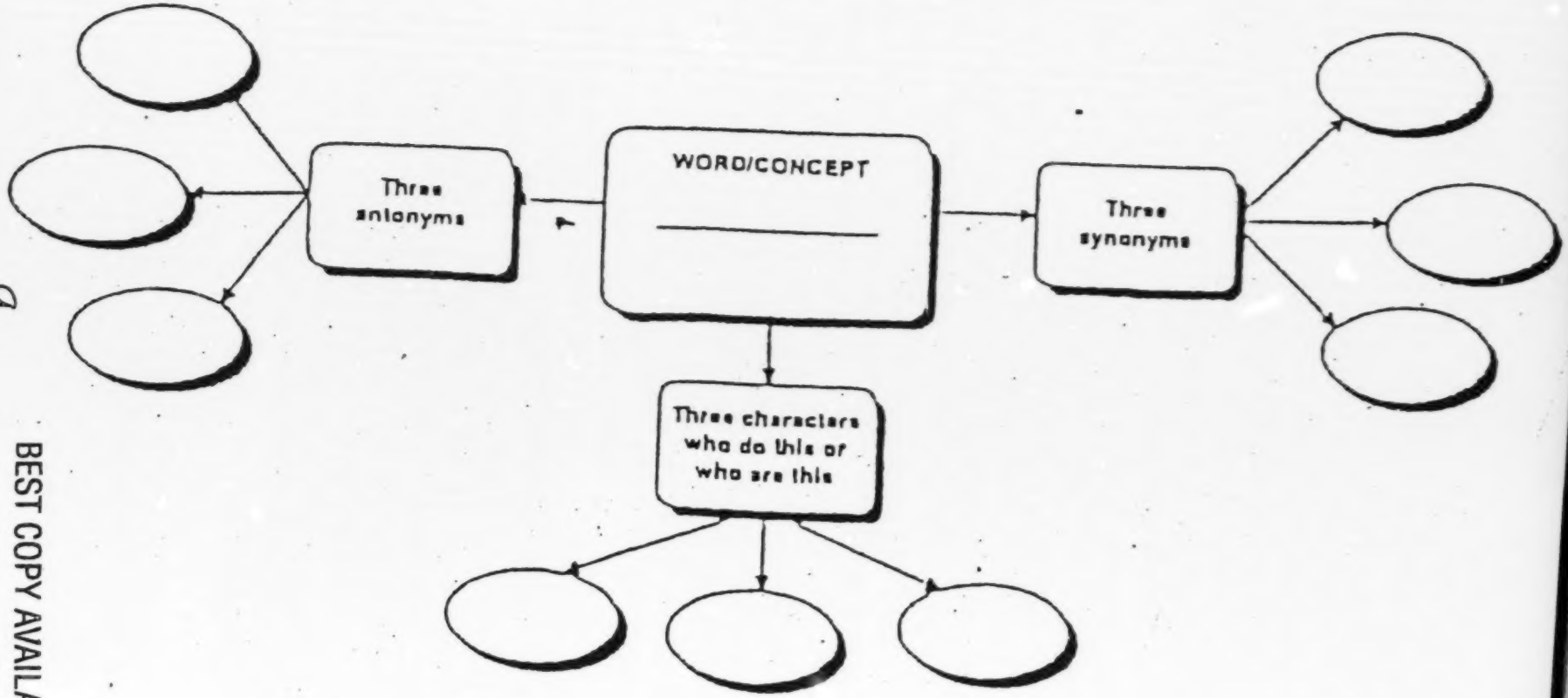
Skits/ Dramatization- Select words from vocabulary list, and have student define words using a dictionary. Each student has an opportunity to act out the definition of his or her vocabulary word. The class can participate by guessing the word from their vocabulary list.

Word Walls- an interactive area of the room that is designated for the study of words.

1. Park It - use a sticky note or index card place vocabulary words in categories on the word wall.

Blackline Master

Word Mapping



How to complete this word map

1. Enter selected word and its meaning in the center box.
2. List three antonyms.
3. List three synonyms.
4. List three main characters who illustrate the basic meaning of this word/concept.

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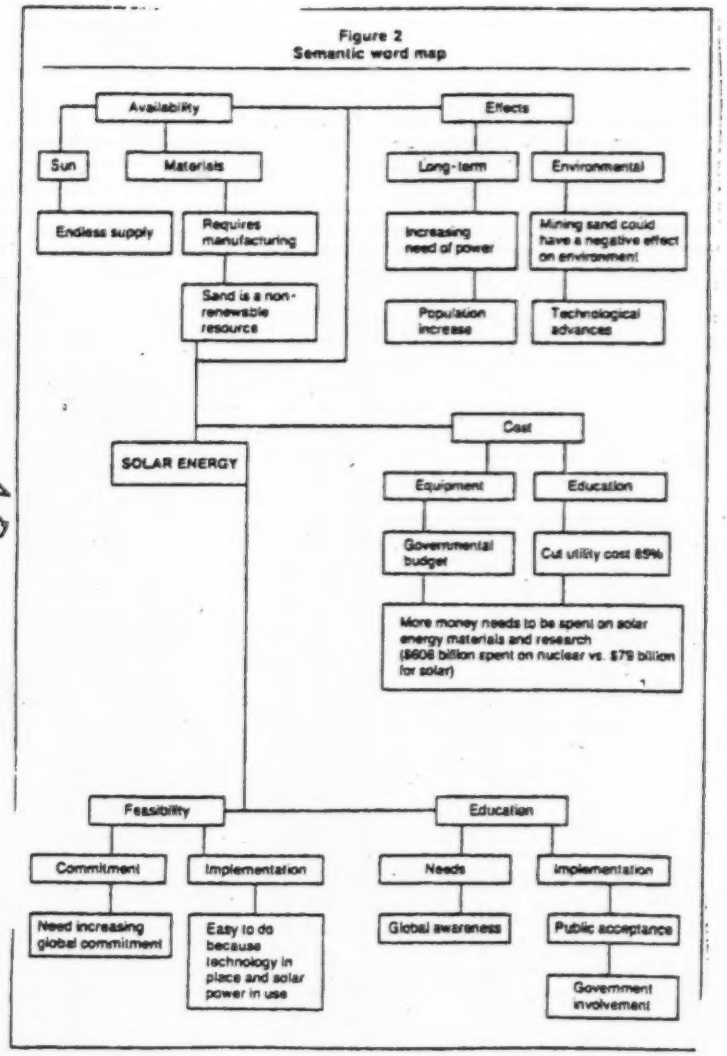

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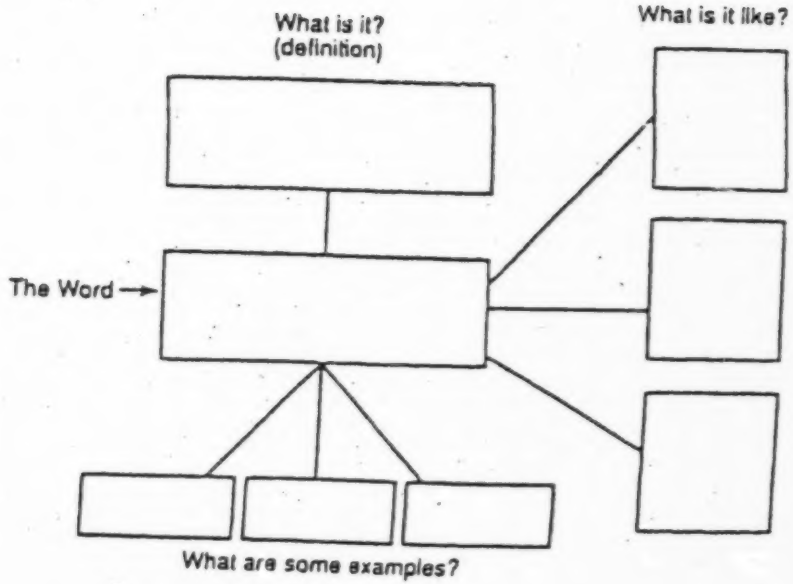

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DURING READING STRATEGIES/VOCABULARY

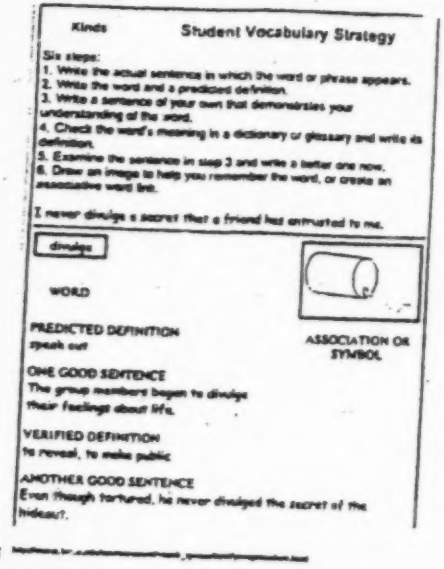
Strategies during reading should promote the use of self-monitoring techniques. As the student is reading he or she may encounter unfamiliar words or concepts that may interfere with reading comprehension. Teachers should model strategies that students can use when this occurs.

During Reading Activities/Strategies:

Context Clues

Context clues a skill in identifying unknown words through the use of cues in text. (Types of Clues – definition/explanation clues, restatement/ synonym clues, contrast/antonym clues, inferences)

PAVE



Kinds Student Vocabulary Strategy

Six steps:
1. Write the actual sentence in which the word or phrase appears.
2. Write the word and a predicted definition.
3. Write a sentence of your own that demonstrates your understanding of the word.
4. Check the word's meaning in a dictionary or glossary and write its definition.
5. Examine the sentence in step 3 and write a better one now.
6. Draw an image to help you remember the word, or create an associative word link.

I never divulge a secret that a friend has entrusted to me.

divulge

WORD

PREDICTED DEFINITION
speak out

ASSOCIATION OR SYMBOL

ONE GOOD SENTENCE
The group members began to divulge their feelings about life.

VERIFIED DEFINITION
to reveal, to make public

ANOTHER GOOD SENTENCE
Even though tortured, he never divulged the secret of the hideout.

1. **PAVE Map- stands for Prediction, Association, Verification, and Evaluation. The teacher selects a target word, and proceeds to fill out and discuss the PAVE questions and map.**
2. **SLAP – A strategy to help identify unknown words. Say the word, Look for clues, Ask your self what the meaning of the word may be, Put the meaning or word back in the passage to see if it makes sense.**
3. **CSR- Collaborative Strategic Reading strategies (the clink and clunk strategy)- This group strategy uses a series of clinks and clunks to represent understanding of text. A student clinks when the recognize material from text. The student clunks when they encounter words or concepts they don't understand. Students are taught to click and clunk while they read by writing down words that represents each of these. Then after students have read a designated amount of text, they discuss their click and clunks.**
4. **Context Clues Strategy- Steps- When you encounter a word you don't know read until you get to a good stopping spot. Use the context to figure out the meaning of the word. Guess what the word might be. Test your guess with a dictionary.**

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Vocabulary journal-

1. Allow students to select interesting words from text , and list and define them in their personal journals.
2. Allow students to write sentences or stories using vocabulary words, or write sentences replacing vocabulary words with synonyms.

Dictionary/ Thesaurus --antonyms, homophones, and homograph

1. Write questions on the board that students have to look up words to find the answer, (Do you wear a parka in the summer?)
2. Practice using a dictionary or thesaurus by reading articles from a newspaper or magazine, and define unfamiliar words.
3. *Word Sort* - Write several antonyms or homophones on index cards. Allow students to sort through index card, and group cards according to relationship of word. Discuss the reasons why they put the word together.

Graphic Organizers

1. Pictorial/ Verbal Maps- uses drawing with labels to show relationship among words and concepts
2. Venn Diagram- is a graphic organizer that uses overlapping circles to show the relationship between words.

Book mark it- at the beginning of each story provide students with a empty book mark that they can write interesting or unfamiliar words and definitions on as they read.

AFTER-READING STRATEGIES/ VOCABULARY...

The after-reading phase occurs when the reader is finish reading the text. The reader should take time to think about what he or she has learned, and how it is integrated into prior knowledge. After reading strategies should assess what vocabulary knowledge was gained from reading the text or story. These activities or strategies can either be authentic, formal or informal evaluations of student's progress and understanding.

After-reading Strategies/Activities

Graphic Organizer

1. Semantic Feature Analysis –a tool that uses a grid to compare words meaning

ABC books - Student creates pictorial images of vocabulary words, and then bind them in a book

Vocabulary Boxes- Student selects 6 vocabulary words and illustrate them on a shoebox. They need to include definition, synonyms, sentences, and antonyms.

Concept Wheel - Allow students to place vocabulary words with corresponding concept wheel. For example slender- lean, petite, etc.

Riddles - Ask students to create riddles describing vocabulary words. Exchange riddles, and try to guess answers.

Crossword Puzzles- There are numerous websites available to help teachers create personalized crossword puzzles- http:///www.abcteach.com

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Yarn- Divide the class into cooperative groups. Select five meaningful vocabulary words from the story. Challenge them to see which group can create the wildest most exaggerated story using the same five vocabulary words correctly.

Beach Balls- On an inflatable beach ball write vocabulary words, and toss the ball from student to student. Each student is responsible to use that word correctly in a sentence.

Possible Sentences- Display a vocabulary list, and ask students to use at least two words to construct sentences. Record these sentences on the board. Evaluate the accuracy of the sentences.

Vocabulary Scavenger Hunt- Cut several pictures from a magazine or newspapers illustrating vocabulary words. Write vocabulary words on poster boards. Ask students to paste pictures with corresponding words, and explain their reason.

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Figure 1
Concept wheel

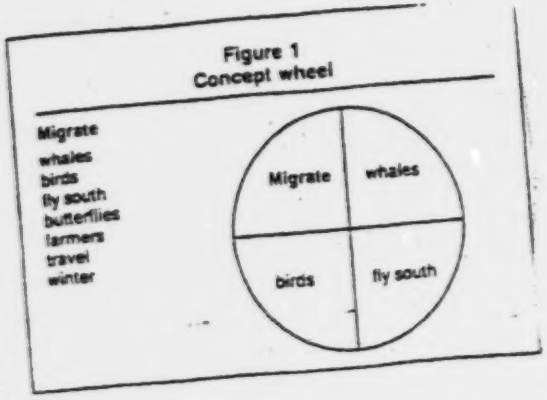

FIGURE 5.4 Semantic feature analysis

BOATS	On water	Under water	Above water	Paddles, oars	Sails	Engines
Canoe	+	-	-	+	-	-
Rowboat	+	-	-	+	-	-
Motorboat	+	-	-	?	-	+
Sailboat	+	-	-	?	+	?
Submarine	-	+	-	-	-	+
Hydrofoil	-	-	+	-	-	+
Hovercraft	-	-	+	-	-	+

Morphemic Analysis

Morphemic analysis instruction is a word attack skill that teachers can use to enhance vocabulary development. Morphemic analysis is the ability to derive meaning of a word through the use of prefixes, roots and suffixes.

***Compound Words*- are two words put together to form one word. Compound words provide clues to word meaning.**

***Prefixes*-/ Suffixes - letters at the beginning and ending a root word that can changes its meaning.**

***Root Words* – the base word that remains after prefixes and suffixed are removed.**

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Activities:

1. **Write five words that share the same prefix or suffix. Discuss the meaning of each word, and how the prefix/ suffix changes the word.**
2. **Scope and Sequence Chart on Common Prefixes or Suffixes– is a chart that list the various pre-fixes/ suffixes, and meanings.**
3. **Have students create a word webs using a root word, suffix, or prefix as the target word. Once they brainstorm words, discuss the meaning of the words, and how the were effected by the root word, suffix, or prefix.**
4. **Have students create new and unusual words using prefixes and suffixes. Allow students to illustrate their new word.**

Techniques for Teaching Words

Origin of Words

The history behind words can aid in the understanding of word meaning.

1. Select various vocabulary words, and allow students to participate in a internet scavenger hunt for the origin or the word.

Multiple Meaning of Words

Some words may have various meaning depending on their context in a story.

1. The PAVE strategy is a useful technique to teach this strategy.
2. Create several sentences with multiple meaning words in them. Next, display sentences on the overhead, and allow students to figure out the meanings of the words.

"How do you ever expect to get anywhere with such a tiny vocabulary?"

ESL STUDENTS/STRATEGIES...

Students who speak English as a second language (ESL) are found more abundantly in American schools. Their success in literacy mainly depends on their understanding of word meanings, and how to use them in context. Teachers have a responsibility to use various strategies and techniques to ensure their success.

Tips to help ESL students:

1. Assess needs.
2. Empathize
3. Assign a buddy.
4. Teach key words
5. Read and reread books aloud.
6. Provide opportunities for success
7. Keep record of language/vocabulary progress
8. Foster an appreciation of cultural diversity.

(Shore, 1999)

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Strategies to help with vocabulary instruction of ESL students:

Cooperative Learning

Pair children acquiring English with those whose primary language is English during vocabulary and reading instruction

1. Paired read alouds- choose high interest books with strong visual cues that are related to text.
2. Group Problem Solving- assign small groups of students practical problems like reading a bus schedule, etc- new vocabulary is easier learn in real life context.

Visual-Auditory-Kinesthetic- Tactile (VAKT)

Provide activities that require multi-sensory involvement.

1. To reinforce sight words use sign language with flashcards.
2. Vocabulary in a Box - students create a theme- decorated box that contains labeled objects. The student begin to attach a word with item in the box, or put objects in box that relates to a word- fragile- china doll, glass, etc.
3. Pictionary - students can use this game to practice new vocabulary words as well as challenge each other with more difficult words.

Vocabulary Patterns

Teach frequency/key words, and structural analysis techniques

1. Flashcards- create frequency/key flashcards with visual cues
2. Use word webs to teach the morphemic structure of words

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Teacher/ Parent Connection...

A student's first exposure to any vocabulary or language comes from a parent. Therefore it is important for teachers to create a connection with parents that can help increase student achievement in vocabulary development. There are several activities that parents can use at home to help with vocabulary instruction.

Home Activities For Vocabulary Development:

Beginning Reader:

- *Label things around the house including personal illustration and class work
- *Write notes using words that have a variety of meaning
- *Describe the meaning of words from a books or magazines
- *Read various books from different genres together
- *Play word games like Boggle, Scramble, Hangman, etc...
- *Work together and complete simple crossword puzzles
- *Write and create a new ending to a favorite story
- *Describe characters from stories the child is familiar with.
- *Family members can begin a multiple meaning word file of words learned in class

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- Intermediate Reader:
  - *Create a vocabulary map
  - *Play games the require vocabulary knowledge, for example Pictionary Jr.
  - *Keep a student journal
  - *Keep a parent journal of words, and share them with the child
  - *Write letters to family members and friends
  - *Advocate reading various books from different genre
  - *Play charades
  - *Work together to find word origins and meanings
  - *Ask questions about stories the student is reading
  - *When reading together, mark unfamiliar words
  - *Read advanced level books and discuss the books
  - *Practice using a thesaurus and dictionary
  - *Read the newspaper together and discuss topics
  - *Family members can play "Guess the Word"

There are several websites available for parents to use to help students increase their reading comprehension and vocabulary skills.

Source: http://www
fwsd.wednet.edu/cur/pic/homeactivities/homeactivitiesforvacablvl3.pdf.

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Technology/ Websites

Incorporating technology can play an important part in your vocabulary instruction. The Internet provides a vast resource of information that teachers, students, and parents can use to enhance student vocabulary knowledge and consciousness.

Various website to use:

1. http:/ /www.vocabulary.com/vocabulary
   Provides puzzles to enhance vocabulary development
2. http://www.col-ed.org/cur/lang.
   A resource of lesson plans to improve reading and voc. Instruction for various grade levels
3. http://www.syndicate.com/index.html
   A variety of lesson and games students can play to enhance voc. Instruction
4. http://www.wordcentral.com
   Offers student dictionary, daily buzzwords, and interactive word games that students can play.
5. http://www.esl-images.com/
   Printable lesson plans and ESL flashcards
6. http://www.childrenonlyes|-efl.com/
   provides flashcards, games, stories, and songs to use with ESL students
7. http://www.funbrain.com/
   A parent, teacher, student resource center for a variety of educational games
8. http://www.k-6educators.about.com/bltools.htm
   Teacher resource center that provides information from a reading level estimator to a interesting site cite called BookAdventure
9. http://www.wordfocus.com/
   Offers activities and games that teach latin and reek prefixes and suffixes
10. http://edhelper.com/
    Compiles numerous lesson plans for vocabulary development
11. http://www.virtualflashcard.com/
    Allows you to download frequency words on flashcards

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12. http://www.indiana.edu/~eric_rec/ieo/bibs/graphele.html
    List sites that discusses the use of graphic organizers for vocabulary instruction
13. http://www.pacificnet.net/~mandel/LanguageArts.html
    Provides creative lesson plans to incorporate word attack skills
14. http://www.proteacher.com/070051.shtmil
    Gives several spelling and vocabulary lesson for teachers grades k-6
15. http://www.dspace.dial.pipex.com
    Provides a variety of games to learn different languages, i.e. German, Spanish and French based on grade and ages
16. http://www.dir.yahoo.com/Education/K-12/Teaching
    Teacher resource center with various lesson plans, interactive games, and links to other sites
17. http://www.lingolex.com/jeopardy.htm
    Help teachers create their own vocabulary jeopardy game
18. http://www.wuziegames.com/esl.html
    Provides ESL games, songs, chats, lesson plans, and activity booklets
19. http://www.abcteach.com
    List a variety of word search games and puzzles
20. http://www.scholastic.com
    Provides an abundance of lesson plans, and links to other educational sites
21. http://wwweduplace.com/graphicorganizer/
    Provides an a variety of graphic organizer to use in the classroom
22. http://wwwwebster.commnet.edu/sensen
    Dictionary Games
23. http://cwx.prenhall.com/bookbind/pubbooks/bear/

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